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## Seventh Grade

Katharine M. Stilwell

**Geography:** The class will visit Dune Park or Miller's Station. They will observe:

I. Topography of the country between here and Dune Park as seen from the car windows.

II. Topography of Dune Park and Miller's Station. At Dune Park they will walk south of the railroad tracks, noting the hills and depressions, their height, distance apart, soil, and vegetation.

They will then go northward to the lake making similar observations. They will measure the inclination of the slopes (using clinometers they have made of cardboard); note the shape, size, composition, and arrangement of the materials in the dunes; observe the work of the wind to-day in the formation of new dunes, the vegetation on the different slopes and the animal life.

At the lake shore they will measure the width of the beach, and watch the work of the waves.

At Miller's Station, in addition to these observations, they will watch the formation of bars, spits, and lagoons. They will collect specimen plants and soil on the ridges, in the depressions, and in the water, and photograph the most interesting features.

The subject will be continued in the class-room. The observations and collections of the children will form the basis of the discussions, which will be supplemented by pictures and reading.

The following topics are suggested as some of those in which the children may be interested:

1. The Chicago plain.

Its appearance and extent. Agents that have affected it.

2. How dunes are made.  
Spits, bars, and lagoons.

3. Source of the sand.  
Relation to wind.

4. Relative age of these dunes.  
Their movement. Proofs.

5. Is the lake advancing or receding?  
Proofs.

6. What vegetation is found in the various regions?

Why does it differ?

What evidences of adaptation may be seen?

Evidences of earlier vegetation? What is the effect of swamp vegetation on the existence of the swamp? How are these plants distributed?

7. Compare the swamp forms of animal life with the forms of life found on the dunes.

Study their peculiarities of structure and their relation to vegetation.

8. Use of dunes.

Of what use is this region to man? How can it be modified? Effect of dunes in other countries. The Landes, Holland.

9. Deserts.

Appearance of surface. Character of vegetable and animal life. Industries and homes of man. Cause of deserts. Their structure, relation to wind and to bodies of water.

10. The Sahara.

**References:** *Chicago and Its Environs*. Geographical Society Bulletin. *Ecological Relations of the Vegetation on the Sand Dunes of Lake Michigan*.

Grain from the farm to the shipment.

j600, C48, Chase & Clow, *Stories of Industry*, v. 2, p. 82-99; 660, J72, Johnston, J. F. W., *Chemistry of Common Life*, p. 68-79; j917, K52, King, C. F., *Land We Live In*, v. 4, p. 155-58.

Swamps (description, vegetation, animal life).

550, H56, Herrick, S. B., *Earth in Past Ages*, p. 73-85 ; j590, J73, Johonnot, J., *Glimpses of the Animate World*, p. 142-63 ; T550, L46, Le Conte, J., *Compend of Geology*, p. 75-79 ; 551, T19, Tarr, R. S., *Elementary Geology*, p. 190-92 ; 551, T19e, Tarr, R. S., *Elementary Physical Geography*, p. 303-4 and p. 339-40 ; 508.3, T48, Thomson, C. W., *Voyage of the Challenger*, v. 1, p. 340-1.

Deserts (appearance, vegetation, animal life).

581, C85, Coulter, J. M., *Plant Relations*, p. 221-3, 255 ; 550, D16, Dana, J. D., *Manual of Geology*, Ed. 4, p. 50-51 and 160-61 ; 580, G28, Gaye, S., *Great World's Farm*, p. 98-9 and 105-23 ; 551, M36, Marsh, G. P., *Earth as Modified by Human Action*, p. 529-36 and 572-5 ; 551, M64, Mill, H. R., *Realm of Nature*, p. 312-3 ; 916, W58, White, A. S., *Development of Africa*, p. 61-63.

Sahara.

916, K24, Stanford's Compendium, v. 1, p. 171-242 ; 916, W58, White, A. S., *Development of Africa*, Ed. 2, p. 12-18, 55-56, 76 and 172.

**NATURE STUDY:** I. Our climatic conditions. Daily reading of thermometer and barometer.

Find weekly average of temperature, and trace this isothermal line on the United States weather map.

Compute the amount of moisture in the school room. Compare with the required per cent. Observe the amount of rainfall for the month, and represent by cardboard modeling. Compare this with the United States reports. Make monthly observation (measure), of time and place of sunrise and sunset, and position of sun at noon.

These observations will continue throughout the year, and will form the basis for study of changes in the landscape.

**II. Adaptation of life to climatic conditions.**

1. Disappearance of animal life; ants' nests, cocoons, etc.

2. Distribution of seeds.

(a) Uncultivated plants. Different pupils may select for study plants in typical areas, such as swamp, prairie, and the sand-dunes.

Their observations will be compared, and the relation of structure to distribution determined.

(b) Cultivated plants. The grade will visit a farm and observe the processes of harvesting and threshing. They will learn how grain is prepared for shipment, where it is shipped, and the cost. They will locate the grain areas of the United States and of the world, and the areas of other articles of export.

They will compare the size of these areas, the value of the produce, and the cost of the production, and will find out what determines the market value of these articles.

**References:** *Life Histories of Plants*, Kerner & Oliver; *Fruits, Flowers, and Leaves*, Lubbock; *Agricultural Year Book*, '96; *Album of Agricultural Graphics*; *TradeCenters*, Chicago Record; *Great World Farm*, Gaye; *Handbook of Commercial Geography*, Chisholm; *Insect Life*, Comstock.

Adaptation of life to climatic conditions:

551.5, Ar6, Archibald, D., *Story of the Atmosphere*, p. 183-90; 580, G28, Gaye, S., *Great World's Farm*, p. 177-89; 551.5, H31, Harrington, M. W., *About the Weather*; 551, M64, Mill, H. R., *Realm of Nature*, p. 334; 573, T67, Topinard, P., *Anthropology*, p. 385-98.

Disappearance of animal life:

591.9, H46, Heilprin, A., *Geographical and Geological Distribution of Animals*, p. 181-233; 550, H56, Herrick, S. B., *Earth in Past Ages*, p. 206-29; 566, H97, Hutchinson, H. W., *Creatures of Other Days*; 590, T48, Thomson, J. A., *Study of Animal Life*, p. 206-7; 591.9, W18, Wallace, A. R., *Geographical Distribution of Animals*, v. 1, p. 157-66; 591.9, W18i, Wallace, A. R., *Island Life*, Ed. 2, p. 55-71; 575.4, W18, Wallace, A. R., *Natural Selection and Tropical Nature*, New ed., p. 177-8.

Distribution of seeds:

581, B26, Barnes, C. R., *Plant Life*, p. 352-68; 581, C85, Coulter, J. M., *Plant Relations*, p. 112-22; 581, D16, Dana, Mrs. W. S., *Plants and their Children*, p. 52-73; 580, G28, Gaye, S., *Great World's Farm*, p. 246-76.

**Roman History:** 1. By the use of pictures the class will spend a day in Rome.

2. A visit to ancient Rome.

What we should see.

3. Geography of Rome.

Map and pictures. Influence of its location on its history.

## 4. Origin.

The traditions. Their historical value.

## 5. The people.

Their occupations, dwellings, furniture, dress, home life.

## 6. Organization of the community.

a. Society, tribe, brotherhood, family. b. Political assembly, king, council.

## 7. Influence of the Etruscans.

**References.**

## CURRENT HISTORY.

*The Great Round World; Outlines of Roman History*, Pelham; *Rome*, Mommsen; *Constitutional and Political History of Rome*, Taylor; *Epochs of Ancient History; History*, How and Leigh; *History*, Ihne; *History*, Creighton; *Story of the Nations*, Gilman; *Roman Antiquities*, Wilkins; *A Day in Ancient Rome*, Shumway.

## ROMAN HISTORY AND GEOGRAPHY.

937, Ih2, Ihne, W., *Early Rome*, p. 4-9; 913, K47, Kiepert, H., *Manual of Ancient Geography*, p. 209-56; 937, L52, Leighton, R. F., *History of Rome*, p. 1-9; 937, L86, Lord, J., *Old Roman World*, p. 71-99; 910.9, T75, Tozer, H. F., *History of Ancient Geography*, p. 216-37 and 293-312.

## PEOPLE.

(Including occupations, dwellings, furniture, dress, home life.)

1938, F19, Falke, J. von, *Greece and Rome*, p. 215-89; 937, L52, Leighton, R. F., *History of Rome*, p. 385-415; 937, L86, Lord, J., *Old Roman World*, p. 402-35; 913.377, M44, Mau, A., *Pompeii*, p. 239-73.

**Oral Reading and Dramatic Art:** Study and oral reading of *Horatius at the Bridge*, Macaulay. Writing a delivery of an oration on the land laws of early Rome. Study of the costumes worn by the early Romans. Training upon the English vowels—enunciation and pronunciation.

**Manual Training:** Class will make stretchers for use in the primary grades.

**Art:** Drawing, painting, and modeling will be used in the study of seeds and of the sand dunes. The home life of the Romans will be illustrated.

**Mathematics:** Number will be used as indicated in the plans of the other subjects. Generalized number will begin with simple lessons in algebraic language, using the problems that arise in the other subjects.

**Textiles:** Study of homespun in the Roman dress. Weaving.

**Physical Training:** Fundamental gymnastics; games and plays; recreation forms, indoors and out-doors; measurements, physical examination, sense tests, fatigue tests.

**German:** Conjugation of regular verbs. Appropriate reading and writing exercises. (See outline for German, page 154.)

**French:** Correlated with Geography and Nature Study. Painting of autumn landscapes and flowers for the use of the children in the sixth grade who are making calendars. Study of the Chicago and Joliet rivers, introducing stories of La Salle, Marquette, and Lafayette. These stories may be dramatized.

**Latin:** Study of Roman history and character. Stories from the easier Latin authors. Reading at sight from the following stories from Aulus Gellius: I, 9; IX, 13; IX, 2; III, 8; IV, 8. References: Harper's Classical Dictionary on *Tarquinius Superbus*, *Sibylla*, *Mamilius Torquatus*, and *Fabritius*. Smith's Dictionary of Biography and Mythology, on *Torquatus*, *Corvus*, *Luscinius*. Ihne's *Early Rome*, Chapters 1-9. Mommsen's *Rome*, Book I, 1-5; Book II, 4. Macaulay's *Horatius at the Bridge*.

**Music:** *Harvest Song*, Text by Chadwick, from Songs of Life and Nature; *Mill Song*, I. Reinecke; *September Gale*, Eleanor Smith; *The Happy Farmer*, with the study following, Modern Music Series, Third Book.